DOCUMENT RESUME

ED 099 731 CG 009 355

TITLE	College-Bound Seniors, 1973-74.
INSTITUTION	College Entrance Examination Board, New York, N.Y.
PUB DATE	74
NOTE	32p.
AVAILABLE FROM	College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*College Admission; *College Entrance Examinations; High School Students; *Information Dissemination; Research Projects; *Seniors; *Test Results; Test Reviews

ABSTRACT

This national Admissions Testing Program Summary Report includes comprehensive records of all 1973-74 seniors, wherever located, who registered for the college boards before April of their senior year. Some highlights include the facts that most achievement test score averages of 1973-74 seniors were higher than those of 1972-73 seniors, and the the 1973-74 class was the first to have as many women as men take the SAT. Descriptive information indicates that 14 percent of the students belong to an ethnic minority, and that 40 percent plan to seek help in college in finding part-time work. Three-fourths of the seniors were in the highest two-fifths of their class, with their latest grades in academic areas averaging 3.0 or B. Health-related majors were the first choice field of post-secondary study for nearly one-fifth of the young women, with the popularity of education decreasing for both sexes; biological sciences were the most popular fields. The report also includes information on how to obtain other ATP summaries. (Author/PC)

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: C G HE
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
CEEB
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

ED 099731

BEST COPY AVAILABLE

College-Bound Seniors, 1973-74

Admissions Testing Program of the College Entrance Examination Board

The Admissions Testing Program (ATP) is a service of the College Entrance Examination Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,000 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the Board's programs and participate in the determination of its policies and activities.

Copyright © 1974 by College Entrance Examination Board.
All rights reserved.
Printed in the United States of America.

HIGHLIGHTS

From the College Board ATP Summary Report on 1973-74 College-Bound Seniors:

The SAT score averages of 1973-74 seniors were virtually identical to those of 1972-73 seniors.

Most Achievement Test score averages of 1973-74 seniors were higher than those of 1972-73 seniors.

The seniors of 1973-74 were the first among whom as many women as men took the SAT.

According to 1973-74 Seniors' Student Descriptive Questionnaire Responses:

Fourteen percent belong to an ethnic minority.

Over one-third estimated their parents' income at less than $12,000.
Over one-third estimated their parents' income at more than $18,000.

One-fourth have estimated parental contributions less than $625.
One-fifth have estimated parental contributions more than $3,600.

Over 40 percent plan to seek help in college in finding part-time work.

Three-fourths were in the highest two fifths of their class.

Their latest grades in academic areas averaged 3.0 or B.

From 7 to 16 percent of those grades were earned in advanced, accelerated, or honors courses. All such percentages were substantially higher among 1973-74 seniors than among 1972-73 seniors.

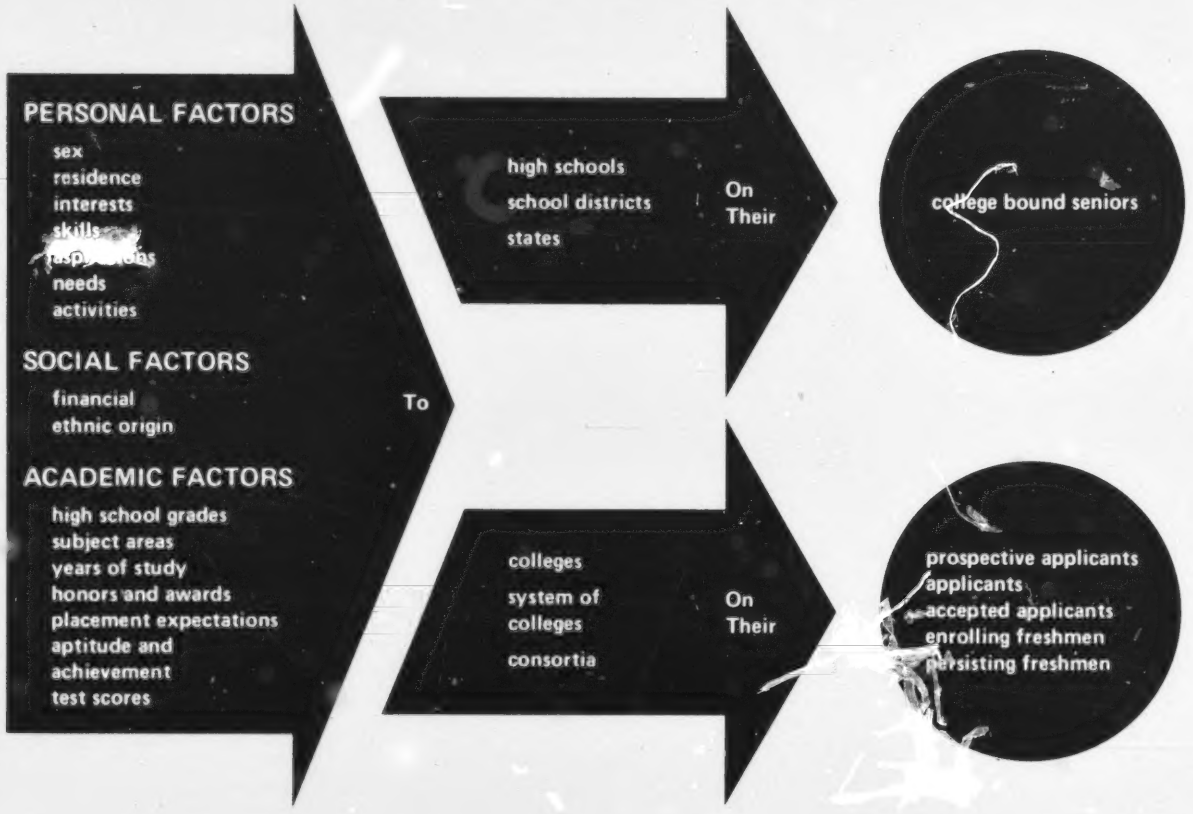
More than one-third plan to complete postbaccalaureate degrees, and one-quarter are undecided about their degree plans. The percentage with advance-degree plans was higher among 1973-74 seniors than among 1972-73 seniors.

More than half plan to apply for placement in advanced courses, course credit, or exemption from required courses in college.

Health-related majors are the first-choice field of postsecondary study for nearly one-fifth of the young women, education is decreasingly popular for both sexes, and the biological sciences are the most popular field.

Half prefer to live in a college dormitory: more men prefer a coed dormitory, but more women prefer a single-sex dormitory.

COLLEGE BOARD ATP SUMMARY REPORTS



HOW TO GET ADMISSIONS TESTING PROGRAM SUMMARY REPORTS

For colleges, consortia, and systems of colleges. Colleges that want the College Board to prepare an ATP Summary Report for their freshmen should inform the College Board regional office for their area (see back cover). Reports are also available for the other groups of students listed above and for special student subgroups such as financial aid recipients, minority applicants, engineering majors, etc.

ATP Summary Reports are also prepared for consortia, and for systems of colleges. Groups of colleges that want the College Board to prepare an ATP Summary Report for all their freshmen combined, for their combined aid applicants or in-state students, etc., should choose a coordinator to inform the appropriate College Board regional office.

For high schools, school districts, and school systems. Individual high schools need not request an ATP Summary Report for their college-bound seniors because reports are released automatically to their principals.

Principals of two or more schools, superintendents of school districts, and administrative heads of other systems of schools who want the College Board to prepare an ATP Summary Report for all their schools' ATP participants should inform their College Board regional office.

PREFACE

As this report is released, something less than half of the high school seniors of 1973-74 are in transition to about three thousand colleges with the help of several hundred scholarship sponsors. Some one million of these students previously participated in the College Board's Admissions Testing Program (ATP). There they met the Scholastic Aptitude Test (SAT), the Student Descriptive Questionnaire, and, many of them, ATP Achievement Tests. As they did, they created a wide range of information about themselves and asked the College Board to report it to their schools, to colleges, and to scholarship sponsors.

Records kept by the College Board on that process permit the information filed for individual students to be filed also for the high schools where those students were college-bound seniors and for the colleges and scholarship sponsors to which they were prospective applicants. These institutional files are kept on a longitudinal basis for each high school class. Students may participate in the ATP as sophomores, juniors, or seniors, or more than once during those years. The most recent of all information created by their participation is stored for summary analysis toward the end of their high school careers. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports, as illustrated on the opposite page.

Through ATP Summary Reports, the College Board makes a contribution to the information needed for the rational and responsible management of the process of college entrance and completion. Such management requires schools and colleges to understand how various personal, social, and academic factors are involved as college-bound seniors become affiliated with individual colleges and systems of colleges. Each institution and system sees reflected in its own ATP Summary Report, however, only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state level for use as backdrops against which institutional data can be viewed for comparative purposes.

The national ATP Summary Report, presented here, is the most comprehensive of all. It includes the records of all 1973-74 seniors, wherever located,

who registered for "the college boards" before April of their senior year. Similar reports at the regional level are available for the areas illustrated on the back cover of this booklet from the College Board offices listed there. ATP Summary Reports prepared for schools and colleges and school and college systems are released by the College Board only to those for whom they are prepared.

ONE MILLION COLLEGE-BOUND SENIORS

Some one million college-bound seniors or substantial portions of that population are described in the tables on pages 16-27 and in the notes that follow. The majority of these seniors are scholastically apt and studied academic subjects extensively in high school. They have been and plan to be busy with extracurricular activities, and they are confident of their social skills. They are more modest about their academic skills but seem eager for further schooling, if undecided in considerable numbers about how far they want to go and about the field of study in which to concentrate.

Before characterizing these students in more detail, a cautionary note about the limitations of the data and about the contexts in which they occur is in order. The students described here are numerous, but they are equal in number to only about one-third of all 1974 high school graduates and about two-thirds of all those graduates who were going directly to college. Those two groups of students differ from the smaller group of students who take the Scholastic Aptitude Test (SAT) and respond to the Student Descriptive Questionnaire while they are in high school. As a result, what is reported here about the 1973-74 seniors who took the SAT cannot be taken as necessarily true of all 1974 high school graduates or all 1974 college freshmen.

WOMEN AND MEN

Historically, women have been more numerous than men among high school graduates, and men have outnumbered women among college freshmen. The latter difference has been reflected, although it has been smaller, in the groups of students taking the SAT over the years. The seniors of 1973-74 were the first among whom as many women as men took the SAT.

MINORITY AND MAJORITY

Some trends observed in successive classes of high school graduates and college freshmen are not seen among those of them who take the SAT. For example, increases in the percentage of nonwhite graduates going directly to college were observed before the ATP Summary Reports were introduced in 1972, and a decrease was observed in 1973. Yet the percentage of seniors who described themselves in the Student Descriptive Questionnaire as belonging to a minority ethnic group has remained virtually constant at about 13-14 percent, from 1971-72 through 1973-74 (see Table 2).

RICH AND POOR

About two-thirds of the students who take the SAT answer the Student Descriptive Questionnaire item about their parents' income, and those who did among the 1973-74 seniors had precisely the same SAT score average--462--as did the full group of students who took the SAT. Respondents were divided according to these estimates of their parents' incomes into three roughly equally numerous groups: those reporting incomes below $12,000, those reporting incomes between $12,000 and $18,000, and those reporting incomes more than $18,000. Parents' incomes reported by these 1973-74 seniors correspond roughly to the parents' incomes reported by students enrolled as freshmen in 1973-74 in a representative sample of colleges.

Parents' incomes (Table 21) are combined with other information that students report about how many brothers and sisters they have and about how many of those will be in college when they enter. From this combination, an estimate of the amount of money that the parents can be expected to contribute toward the costs of the 1973-74 seniors' further education is calculated (see Table 20). These "estimated parental contributions" are based on the assumption that a fraction of the income in excess of that needed to meet the family expense budget that is called "intermediate" by the Bureau of Labor Statistics, or "moderate" by the College Board's College Scholarship Service, is available to be put toward college costs.

The parents' contributions of somewhat more than one-fourth of all responding students are estimated to be less than $625, those of about one-fourth are between $625 and $1,500, those of an additional one-fourth are between $1,500 and $3,600, and about one-fifth have estimated parents' contributions more than $3,600. The average contribution of all respondents is estimated at slightly over $2,000.

These estimated parents' contributions are distributed separately for students in the various ethnic groups. It is apparent that significantly larger amounts of financial aid must be offered to minority students if they are not to have their freedom of college choice more severely restricted by their families' financial circumstances. Fully two-thirds of the black students, for example, have estimated parental contributions less than $625.

These rough estimates of the family financial situations of a large number of 1973-74 college-bound seniors may be compared with the estimated costs of college attendance in 1974-75. Those average costs, as reported by the College Scholarship Service (CSS), range from about $2,000 for public two-year institutions (commuter budget) to about $4,000 for private four-year institutions (resident budget). Many students who take the SAT evidently anticipate meeting some of these costs out of their own income while they are in college: over 40 percent of the ATP questionnaire respondents indicated that they planned to seek help in college in finding a part-time job (see Table 11).

In terms of both sex and ethnic background, the students who take the SAT resemble all American youth more than college-going youth. In terms of family financial situation, however, the students who take the SAT are somewhat better off, as are college freshmen generally, but nevertheless in need of considerable amounts of financial aid to put toward college costs. In terms of academic characteristics; the students who take the SAT are even more distinctive.

SAT SCORES

The SAT score averages of the 1973-74 seniors who took the test were virtually identical to the averages of the 1972-73 seniors who took the SAT. Those 1972-73 seniors, by contrast, had SAT score averages markedly lower than the score averages of the 1971-72 seniors. SAT score averages began to decline in 1962-63, and the rate of decline became more pronounced about five years ago. Among 1973-74 seniors, however, the trend was not sustained.

Table A. SAT Score Averages for 1971-72, 1972-73, and 1973-74 Seniors

	Verbal			Mathematical		
	Male	Female	Total	Male	Female	Total
1971-72	454	452	453	505	461	484
1972-73	446	443	445	502	460	481
1973-74	447	442	444	501	459	480

The SAT score averages given in Table A summarize the distributions provided in Table 7 of the ATP Summary Reports, as well as comparable data for the preceding two years. There are of course limitations in comparing only averages of scores. For example, a slight decrease in the SAT-verbal average for the women among the seniors who took the test in 1972-73 and those who took it in 1973-74 was accompanied by an increase from 16 to 18 percent in the percentage of women scoring at or above 550. Something similar occurred for men in the case of the SAT's measure of developed mathematical reasoning ability.

One of the more pervasive myths about SAT scores is that a score of "500" is the "average" score. In fact, the most recent estimate of the average SAT-verbal score for all seniors is about 390, and the SAT-verbal average for the college-bound seniors of 1973-74 who actually took the test was 444.

INCREASES IN MOST ACHIEVEMENT TEST SCORES

The ATP Achievement Test series includes one-hour, objective tests in 14 academic subjects. The students who take the Achievement Tests typically take three, one of which is nearly always the English Composition Test. A second popular subject is mathematics, which is tested at two levels. Relatively few students take Mathematics Level 2 (the more advanced level), but more than two-thirds of the students who take Achievement Tests include Mathematics Level 1 in their series. The Achievement Test in American History and Social Studies is next in popularity: over a fourth choose it. The remaining 11 Achievement Tests enjoy much smaller volumes as candidates round out their series of three with a test in a subject in which they feel better prepared, or with one specified by a college they want to attend.

ATP Summary Reports include (in Table 8) Achievement Test score distributions for the seven most frequently chosen tests and a score distribution for Achievement Test averages that include scores from all Achievement Tests taken. Score averages and the number of candidates accompany each distribution. Table B below gives comparable figures for the same tests for 1971-72 and 1972-73.

Table B. Achievement Test Score Averages among 1971-72, 1972-73, and 1973-74 Seniors

Subject	1971-72		1972-73		1973-74	
	Number	Mean	Number	Mean	Number	Mean
English Composition	313,158	516	275,196	517	228,300	517
Mathematics Level 1	240,089	541	210,734	537	172,032	545
American History and Social Studies	105,448	492	87,179	498	71,289	498
Biology	51,371	535	50,521	532	46,468	545
French	51,991	539	47,475	544	38,240	560
Chemistry	47,759	568	42,863	572	36,521	581
Spanish	33,807	530	33,212	539	27,814	560
Average for all Achievement Tests	334,874	526	294,678	527	246,622	533

The Achievement Test score averages for 1971-72 and 1972-73 seniors include the scores that seniors of those years earned in May of their senior year; the averages for 1973-74 seniors do not. If the May scores had been included for 1973-74 seniors, a slight decrease would have been observed in the score average for the English Composition Test and in the average for the American History and Social Studies Test, and the increases observed for the other tests and for the Achievement Test average would have been slightly smaller.

ACADEMIC PERFORMANCE IN HIGH SCHOOL

Students are asked several questions on the ATP questionnaire about their academic performance in high school--their class rank, their latest grade in each of six academic subject-matter areas since beginning the ninth grade, whether that grade was earned in an "honors, advanced, or accelerated course," how many years they expected to study in each academic area in high school, and how many scholastic honors or awards they received.

The average of the grades reported in the six areas listed across the top of Table 3, converted to the common four-point grade scale and weighted by the number of expected years of study in Table 4, was 3.06. In each subject-matter area other than physical science, the weighted average of the grades reported by young women was higher than the average for young men. By subject-matter area, the averages for the two sexes combined ranged from about 2.8 for mathematics to about 3.2 for social studies.

It was in mathematics that the largest percentage of respondents, 16 percent of the young men and 13 percent of the young women, indicated that their latest grade had been earned in an honors course. The corresponding percentages for English were 11 percent for the young men and 15 percent for the young women. The corresponding percentages for foreign languages were about half these. For all six academic areas, the percentage of latest grades reported as earned in honors courses was substantially larger among 1973-74 seniors than among 1972-73 seniors. More than 50 percent of the 1973-74 seniors reported receiving

one or more scholastic honors or awards (Table 17), and this percentage was also an increase over 1972-73 seniors.

The average number of expected years of study in high school in all six academic areas combined was 16 years (respondents were asked to count their senior year as if it were a completed year). Eight out of every 10 students indicated that they studied English for four years, and as many studied it for the equivalent of more than four years as for less than four years. More than half of the young men and more than one-third of the young women studied mathematics for the equivalent of four or more years. In the other subject-matter areas, differences between the 1972-73 and 1973-74 seniors were observed. A larger number of years of study was reported by the 1973-74 seniors in both the biological sciences and in the physical sciences, the increase in the latter being most marked for young women. Correspondingly fewer years of study were reported by 1973-74 seniors in the social studies and in the foreign languages (Table 4).

Three-fourths of these students reported themselves to be in the highest two fifths of their high school class, and nearly all the remainder estimated that they were in the middle fifth (Table 5). A comparison of the class ranks distributed for 1973-74 seniors with those for 1972-73 seniors indicates an increase from 74 to 76 percent in the percentage above the middle fifth of their class. The increase resulted from smaller fractions of young men in or below the middle fifth of their high school class.

STUDENTS' SELF-ASSESSMENT OF THEIR SKILLS AND ABILITIES

Students are provided on the ATP questionnaire with an opportunity to rate for themselves their skills and abilities in 14 areas. Respondents seem very confident of their social skills. In rating their "ability to get along with others," practically none indicated that they were below average, well over half reported themselves in the top 10 percent, and over 20 percent in the top 1 percent of students their age (Table 19). The students are, by comparison, relatively modest about skills closely related to academic performance.

There seems to be a small but consistent trend since 1971-72 for fewer students to rate themselves as "below average" in any area. This shows up particularly in fields that have been traditionally linked to one sex or the other. Young women are less likely today to rate themselves as "below average" in "athletics" or "mechanics" than they were two years ago. The same holds true for young men's self-ratings in art.

EXTRACURRICULAR ACTIVITIES

The high regard that students who take the SAT have for their social skills may well be the result of their successful experiences in high school. Large numbers report active participation in community and religious groups, athletics, high school clubs and organizations, and other extracurricular activities of all sorts (Table 18). One-fourth report themselves as leaders in community or religious groups, and over one-third indicate that they held at least one major office in a high school club or organization (Tables 14,16).

Over half of the men and nearly a quarter of the women indicate having been on a varsity athletic team, with most of each reporting winning at least one varsity letter (Table 15). Among women, the percentage reporting participation in athletics in high school increased from 69 for 1972-73 seniors to 71 for the 1973-74 seniors, perhaps one reason for the increase in their evaluation of their athletic skills.

PLANS FOR ADVANCED PLACEMENT AND ADVANCED DEGREES

In response to a question about the highest level of education they plan to complete, roughly a quarter indicated they were undecided, but more than half of the remaining respondents--and more among 1973-74 than 1972-73 seniors--indicated that they plan to complete a postbaccalaureate degree (Table 9). Young women from both classes reported less ambitious degree plans than did their male classmates. This sex difference decreased among 1973-74 seniors,

however, because the level of aspiration rose more among young women than among young men. Small percentages of the students, but almost twice as many young women as young men, reported planning to complete only a two-year degree.

Many respondents evidently intend pursuing their degree goals rapidly. In response to a question about whether they planned to apply for "placement in advanced courses, course credit, or exemption from required courses...," large numbers indicated that they did. The numbers by field from among some 850,000 questionnaire respondents are given in Table 12.

COLLEGE HOUSING PREFERENCES

Students can indicate on the questionnaire where they would prefer to live during the first two years of college. More than a quarter of the seniors responding in 1973-74 indicated that they preferred to live at home (Table 13). (Responses from earlier years are not included in this table because the question was different.) Twice as many would prefer to live in a dormitory, and only small percentages prefer a fraternity or sorority house, an on-campus apartment, or an off-campus apartment. Three out of five young men who preferred a dormitory preferred a "coeducational" dorm; three out of five young women preferred a single-sex dorm.

FIRST-CHOICE INTENDED FIELD OF STUDY IN COLLEGE

Some 20 fields of college study were listed on the ATP questionnaires answered by 1971-72, 1972-73, and 1973-74 seniors. The first choices of the 1973-74 seniors, from a list of 22, are distributed by sex in Table 10, and marked sex differences appear. The field of health-related majors was the first choice of 18 percent of the women and 2 percent of the men. Similarly, education was the first choice of 13 percent of the women and 3 percent of the men. Thus, nearly 1 in 3 of the women but only 1 in 20 of the men, made either health-related majors or education their first choice of intended field of study in

college. For both sexes, the percentage choosing education was 2 percent lower among 1973-74 seniors than among 1972-73 seniors.

Among men, the biological sciences, chosen by 15 percent, and business, chosen by 13 percent, were the most popular fields. The corresponding percentages for women were 10 percent and 8 percent, respectively. Engineering was the first choice of 10 percent of the men and of less than half of 1 percent of the women. The social sciences, by contrast, were chosen by about equal percentages of the men and women.

For students of both sexes combined, the more popular fields in rank order were the biological sciences (13 percent), business, health-related majors, and the social sciences (10 percent each). The percentage of students who reported themselves as undecided (9) was larger than the percentage choosing any field other than these four. A larger percentage of men than women report themselves as undecided, and the percentage undecided increased between 1971-72 and 1972-73 seniors as well as between 1972-73 and 1973-74 seniors.

HELP WANTED

The ATP questionnaire includes an item about help that students may want to receive outside regular course work in college. Slightly less than half of the respondents from among 1973-74 seniors indicated that they wanted counseling about educational and vocational plans and opportunities (Table 11). Almost as many indicated that they wanted help in finding part-time work, but only about 8 percent wanted counseling about personal problems.

A large fraction of the students said they wanted help, outside regular course work, in academic areas. Roughly a third of the questionnaire respondents, for example, wanted help in developing good study habits.

Similarly, about a fifth of the students wanted help outside regular course work in improving their mathematical ability, and nearly one-fifth wanted help in improving their writing ability. The student demand for similar help in increasing reading ability was equally large.

ACCOMPLISHMENT AND AMBITION

It seems clear from the data in the tables that follow that the majority of the 1973-74 seniors who took the SAT are scholastically apt and studied extensively in academic subjects in high school. These students have been and plan to be busy with extracurricular activities and are confident of their social skills. They also seem eager for further schooling, if undecided in considerable numbers about the extent of their degree ambitions and about the field of study in which to concentrate.

COLLEGE BOARD ATP SUMMARY REPORT ON 1973-74 COLLEGE-BOUND HIGH SCHOOL SENIORS

THIS REPORT SUMMARIZES THE COLLEGE BOARD ATP RECORDS OF 1973-74 SENIORS WHO REGISTERED FOR SAT OR ACHIEVEMENT TESTS DURING THEIR SOPHOMORE, JUNIOR, OR SENIOR YEARS. THE APRIL '74 ADMINISTRATION IS THE MOST RECENT ONE FROM WHICH RECORDS ARE INCLUDED.

	MALE	FEMALE	TOTAL
NUMBER REGISTERING FOR ATP	523,636	521,637	1,045,273
NUMBER TAKING SAT	492,649	492,598	985,247
NUMBER TAKING AT LEAST ONE ATP ACHIEVEMENT TEST	129,242	117,382	246,624
NUMBER RESPONDING TO STUDENT DESCRIPTIVE QUESTIONNAIRE	418,273	439,838	858,111

II. ETHNIC BACKGROUND

TABLE 2: ETHNIC BACKGROUND (1973-74 SDQ QUESTION 23)

NUMBER RESPONDING:	400,183 MALES	424,418 FEMALES	824,601 TOTAL
	PCT	PCT	PCT
AMERICAN INDIAN	0	0	0
BLACK	6	9	8
MEXICAN AMERICAN	1	1	1
ORIENTAL	2	2	2
PUERTO RICAN	1	1	1
WHITE	87	86	86
OTHER	2	2	2

III. HIGH SCHOOL RECORD

TABLE 3: LATEST, SELF-REPORTED GRADES BY SUBJECT (1973-74 SDQ QUESTIONS 5-10) 403,794 MALES, 427,046 FEMALES

	ENGLISH		MATHEMATICS		FOR.LANGUAGE		BIO.SCIENCE		PHY.SCIENCE		SOC.STUDIES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
A (4.0)	28	44	26	26	25	39	30	34	29	28	39	43
B (3.0)	49	46	37	38	36	38	44	43	42	44	43	42
C (2.0)	20	10	28	28	29	19	22	19	24	24	16	13
D (1.0)	2	1	8	7	9	4	4	3	4	4	2	1
E (0.0)	0	0	1	1	2	1	0	0	1	0	0	0
NO GRADED COURSES	0	0	0	0	0	0	0	0	0	0	0	0
NUMBER RESPONDING	399617	421888	395174	413400	341167	379934	354118	377448	344770	327006	393899	416207
MEAN GRADE	3.03	3.32	2.79	2.81	2.73	3.10	2.99	3.08	2.95	2.95	3.19	3.27
PCT HONORS COURSES	11	15	16	13	7	8	10	9	10	8	8	8

TABLE 4: NUMBER OF YEARS OF STUDY BY SUBJECT (1973-74 SDQ QUESTIONS 11-16) 404,919 MALES, 429,664 FEMALES

	ENGLISH		MATHEMATICS		FOR.LANGUAGE		BIO.SCIENCE		PHY.SCIENCE		SOC.STUDIES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
NO COURSES	0	1	0	0	11	7	6	5	10	17	1	1
ONE YEAR	0	0	1	3	11	9	59	59	33	44	3	3
TWO YEARS	1	1	11	21	42	36	28	29	35	29	16	17
THREE YEARS	9	8	29	40	22	25	6	5	17	8	37	40
FOUR YEARS	82	82	50	33	11	18	2	1	4	2	38	35
FIVE OR MORE YEARS	7	9	9	4	3	6	1	0	1	0	5	5
NUMBER RESPONDING	403572	428159	403094	427454	399650	425783	399330	423628	396051	415934	400765	425244
MEAN NUMBER OF YEARS	3.94	3.97	3.53	3.13	2.19	2.54	1.40	1.41	1.77	1.36	3.25	3.19

TABLE 5: SELF-REPORTED CLASS RANK (1973-74 SDQ QUESTION 4)

	TOP TENTH	SECOND TENTH	SECOND FIFTH	THIRD FIFTH	FOURTH FIFTH	LOWEST FIFTH	TOTAL	NUMBER RESPONDING
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	
MALE	21	24	29	23	2	0	100	372,639
FEMALE	24	27	28	20	2	0	100	377,471
TOTAL	22	26	28	21	2	0	100	750,110

TABLE 6: ESTIMATED HIGH SCHOOL GRADE POINT AVERAGE (1973-74 SDQ QUESTIONS 5-16)

	MALE		FEMALE		TOTAL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
3.75-4.00	51,682	13	75,341	18	127,023	15
3.50-3.74	41,851	10	59,536	14	101,387	12
3.25-3.49	48,231	12	60,363	14	108,594	13
3.00-3.24	68,766	17	75,462	18	144,228	18
2.75-2.99	49,335	12	48,723	12	98,058	12
2.50-2.74	52,509	13	46,691	11	99,200	12
2.25-2.49	36,849	9	27,306	6	64,155	8
2.00-2.24	29,210	7	18,489	4	47,699	6
1.75-1.99	10,143	3	5,980	1	16,123	2
1.50-1.74	6,255	2	3,267	1	9,522	1
UNDER 1.50	4,048	1	1,855	0	5,903	1
NUMBER	398.879		423,013		821,892	
MEAN	2.98		3.14		3.06	
STD DEV	.62		.58		.60	

IV. TEST SCORES

TABLE 7: SCHOLASTIC APTITUDE TEST (SAT) SCORES

VERBAL							MATH					
MALE		FEMALE		TOTAL			MALE		FEMALE		TOTAL	
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
1,303	0	1,002	0	2,305	0	750-800	8,266	2	1,605	0	9,871	1
6,757	1	5,615	1	12,372	1	700-749	19,621	4	6,750	1	26,371	3
15,539	3	13,177	3	28,716	3	650-699	36,159	7	17,870	4	54,029	5
29,139	6	26,234	5	55,373	6	600-649	48,642	10	30,931	6	79,573	8
44,201	9	42,163	9	86,364	9	550-599	67,120	14	53,161	11	120,281	12
63,025	13	63,091	13	126,116	13	500-549	71,978	15	69,952	14	141,930	14
78,868	16	81,641	17	160,509	16	450-499	74,680	15	83,487	17	158,167	16
81,432	17	83,575	17	165,007	17	400-499	63,937	13	80,121	16	144,058	15
76,871	16	78,600	16	155,471	16	350-399	49,492	10	68,372	14	117,864	12
55,566	11	56,219	11	111,785	11	300-349	36,681	7	54,907	11	91,588	9
29,621	6	30,474	6	60,095	6	250-299	14,284	3	22,480	5	36,764	4
10,326	2	10,800	2	21,126	2	200-249	1,738	0	2,881	1	4,619	0
492,648		492,591		985,239		NUMBER	492,598		492,517		985,115	
447		442		444		MEAN	501		459		480	
111		108		110		STD DEV	119		108		116	

TABLE 8: ACHIEVEMENT TEST SCORES

AVERAGE OF SCORES		ENGLISH COMPOSITION		SCORE	MATHEMATICS LEVEL 1		AMERICAN HISTORY	
NUMBER	PCT	NUMBER	PCT		NUMBER	PCT	NUMBER	PCT
2,438	1	2,631	1	750-800	3,732	2	1,475	2
9,000	4	9,311	4	700-749	8,563	5	2,072	3
19,235	8	16,595	7	650-699	17,037	10	3,702	5
32,603	13	28,186	12	600-649	25,376	15	6,404	9
43,238	18	34,292	15	550-599	32,344	19	8,041	11
47,942	19	38,506	17	500-549	27,693	16	12,090	17
42,874	17	38,252	17	450-499	27,095	16	12,678	18
29,594	12	29,379	13	400-449	18,355	11	12,133	17
14,495	6	18,793	8	350-399	9,110	5	8,588	12
4,379	2	9,452	4	300-349	2,521	1	3,410	5
598	0	2,599	1	250-299	205	0	659	1
226	0	304	0	200-249	1	0	37	0
	246,622		228,300	NUMBER		172,032		71,289
	533		517	MEAN		545		498
	96		107	STD DEV		101		107

BIOLOGY		FRENCH			CHEMISTRY		SPANISH	
NUMBER	PCT	NUMBER	PCT		NUMBER	PCT	NUMBER	PCT
1,842	4	2,700	7	750-800	3,180	9	3,138	11
2,998	6	2,543	7	700-749	3,274	9	1,912	7
4,807	10	3,542	9	650-699	4,374	12	2,213	8
6,180	13	4,916	13	600-649	5,349	15	2,831	10
6,878	15	5,683	15	550-599	5,737	16	3,471	12
7,210	16	6,488	17	500-549	5,943	16	3,945	14
6,983	15	6,284	16	450-499	4,501	12	4,185	15
5,187	11	4,797	13	400-449	2,920	8	4,474	16
3,208	7	1,230	3	350-399	1,033	3	1,586	6
1,004	2	55	0	300-349	205	1	59	0
163	0	2	0	250-299	5	0	0	0
8	0	0	0	200-249	0	0	0	0
	46,468		38,240	NUMBER		36,521		27,814
	545		560	MEAN		581		560
	112		109	STD DEV		110		125

V. COLLEGE OVERVIEW

TABLE 9: EDUCATIONAL GOALS (1973-74 SDQ QUESTION 22)

NUMBER RESPONDING:	394,439 MALES	417,424 FEMALES	811,863 TOTAL
	PCT	PCT	PCT
TWO-YEAR TRAINING PROGRAM	4	6	5
ASSOCIATE OF ARTS DEGREE	1	3	2
BA OR BS DEGREE	26	32	29
MA OR MS DEGREE	20	20	20
MD, PHD, OTHER PROFESSIONAL DEGREE	24	13	18
UNDECIDED	26	27	26

TABLE 10: INTENDED FIELD OF STUDY--FIRST CHOICE (1973-74 SDQ QUESTION 30)

NUMBER RESPONDING:	397,354 MALES	421,236 FEMALES	818,590 TOTAL
	PCT	PCT	PCT
AGRICULTURE	4	1	2
ARCHITECTURE	3	1	2
ART	2	5	4
BIOLOGICAL SCIENCES	15	10	13
BUSINESS	13	8	10
COMPUTER SCIENCE	1	1	1
EDUCATION	3	13	8
ENGINEERING	10	0	5
ENGLISH	2	5	3
ETHNIC STUDIES	0	0	0
FOREIGN LANGUAGE	0	3	2
HISTORY AND CULTURES	2	1	2
HOME ECONOMICS	0	3	2
JOURNALISM	3	2	2
MATHEMATICS	4	3	3
MUSIC	2	3	3
NURSING AND OTHER HEALTH	2	18	10
PHILOSOPHY	1	0	1
PHYSICAL SCIENCE	6	2	4
PSYCHOLOGY	2	4	3
SOCIAL SCIENCE	10	9	10
VOCATIONAL	4	1	2
UNDECIDED	10	8	9

VI. COLLEGE PLANS

TABLE 11: PLAN TO ASK COLLEGE FOR SPECIAL ASSISTANCE, BY AREAS OF NEED AND ETHNIC GROUP (1973-74 SDQ QUESTIONS 23, 32)

	AMERICAN INDIAN	BLACK	MEXICAN AMERICAN	ORIENTAL	PUERTO RICAN	WHITE	OTHER	NO ETHNIC RESPONSE	TOTAL
EDUC/VOC COUNSELING	844	22,595	4,514	7,907	2,104	333,267	5,710	4,178	381,119
MATHEMATICAL SKILLS	625	22,178	2,696	3,676	1,526	159,990	3,507	1,854	196,052
READING SKILLS	447	13,067	1,994	3,996	1,194	137,368	2,884	1,635	162,585
WRITING SKILLS	459	12,485	1,820	3,988	1,155	140,265	2,933	1,869	164,974
STUDY SKILLS	651	20,251	2,729	4,018	1,456	190,868	3,716	2,116	225,805
PART-TIME WORK	1,030	36,648	5,157	7,787	2,605	315,353	6,374	4,533	379,487
PERSONAL COUNSELING	180	5,584	633	1,390	471	55,961	1,162	711	66,152
TOTAL REQUESTS	4,236	132,808	19,543	32,762	10,511	1,333,072	26,286	16,956	1,576,174
NO.SEEKING ASSISTANCE	1,944	60,627	9,766	14,429	4,899	573,991	11,807	7,430	684,893

TABLE 12: PLAN TO APPLY FOR ADVANCED PLACEMENT OR COURSE CREDIT (1973-74 SDQ QUESTION 17)
912,679 REQUESTS BY 474,404 STUDENTS

225,356 ENGLISH 195,518 MATHEMATICS 120,678 FOREIGN LANGUAGES 205,166 SCIENCES 165,961 HISTORY

TABLE 13: HOUSING PREFERENCES (1973-74 SDQ QUESTION 29)

NUMBER RESPONDING	257,009 MALES	275,399 FEMALES	532,408 TOTAL
	PCT	PCT	PCT
AT HOME	27	29	28
SINGLE-SEX DORM	19	32	26
COED DORM	32	24	28
FRATERNITY OR SORORITY	4	3	3
ON-CAMPUS APARTMENT	9	6	7
OFF-CAMPUS APARTMENT	9	6	8

VII. ACTIVITIES

TABLE 14: PARTICIPATION IN COMMUNITY & CHURCH GROUPS
(1973-74 SDQ QUESTION 18)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION	19	13	16
NOMINAL PARTICIPATION	20	16	18
ACTIVE	28	31	30
VERY ACTIVE	10	12	11
LEADER	23	28	26
NUMBER RESPONDING	389,834	414,617	804,451

TABLE 15: PARTICIPATION IN ATHLETICS
(1973-74 SDQ QUESTION 19)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION	12	29	21
INDIVIDUAL, INTRAMURAL	32	48	40
VARSITY, BUT NO LETTERS	15	8	12
1 VARSITY LETTER	22	10	16
2 OR MORE LETTERS	19	5	12
NUMBER RESPONDING	396,664	413,758	810,422

TABLE 16: PARTICIPATION IN H.S. CLUBS & ORGANIZATIONS
(1973-74 SDQ QUESTION 20)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION	19	8	13
MEMBER	51	52	52
1-2 MAJOR OFFICES	22	28	25
2-3 MAJOR OFFICES	6	8	7
MORE THAN 4 OFFICES	2	3	2
NUMBER RESPONDING	396,418	422,456	818,874

TABLE 17: HIGH SCHOOL HONORS AND AWARDS
(1973-74 SDQ QUESTION 21)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NONE	52	47	49
1-2	29	32	31
3-4	11	13	12
5-6	4	5	4
MORE THAN 6	4	4	4
NUMBER RESPONDING	388,875	411,106	799,981

TABLE 18: EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL AND PLANS FOR COLLEGE (1973-74 SDQ QUESTIONS 33-34)

NUMBER RESPONDING TO AT LEAST ONE ACTIVITY:	384,361 MALES		407,664 FEMALES		792,025 TOTAL	
	ACTIVE IN H.S. PCT	WILL BE ACTIVE PCT	ACTIVE IN H.S. PCT	WILL BE ACTIVE PCT	ACTIVE IN H.S. PCT	WILL BE ACTIVE PCT
ATHLETICS, INCL INTRAMURAL AND COMMUNITY	78	67	54	44	66	55
ETHNIC ORGANIZATIONS	7	10	10	15	9	13
JOURNALISM, DEBATING, DRAMATICS	24	25	35	35	30	30
MUSIC, INCL BAND, ORCHESTRA, CHORUS	27	19	41	30	34	25
DEPARTMENTAL OR PREPROFESSIONAL CLUBS	11	22	22	29	17	26
RELIGIOUS ORGANIZATIONS	31	24	42	32	37	28
SOCIAL OR COMMUNITY CLUBS	40	43	55	58	48	51
STUDENT GOVERNMENT	25	26	30	32	28	29

VIII. SKILLS AND ABILITIES

TABLE 19: SELF-REPORTED SKILLS AND ABILITIES (1973-74 SDQ QUESTIONS 35-48)

NUMBER RESPONDING TO AT LEAST ONE AREA:	379,466 MALES						393,904 FEMALES				
	TOP 1% PCT	TOP 10% PCT	ABOVE AVERAGE PCT	AVERAGE PCT	BELOW AVERAGE PCT	TOTAL PCT	TOP 1% PCT	TOP 10% PCT	ABOVE AVERAGE PCT	AVERAGE PCT	BELOW AVERAGE PCT
ABILITY TO GET ALONG WITH OTHERS	21	36	29	14	0	100	23	35	29	13	0
ACTING	3	10	24	48	15	100	3	10	22	52	12
ART	3	9	22	43	22	100	4	11	23	43	19
ATHLETICS	12	26	32	26	4	100	4	15	28	44	8
CREATIVE WRITING	5	17	32	38	8	100	5	16	32	39	7
LEADERSHIP	10	27	33	28	2	100	8	23	30	35	3
MATHEMATICS	9	24	28	31	7	100	5	17	27	40	12
MECHANICS	6	18	30	36	10	100	1	4	16	48	31
MUSIC	6	12	20	34	27	100	6	15	27	38	15
ORGANIZING FOR WORK	8	23	36	31	2	100	11	23	35	29	1
SALES	5	15	29	42	8	100	4	12	27	48	8
SCIENCE	7	22	32	34	5	100	3	12	27	48	11
SPOKEN EXPRESSION	8	22	35	33	3	100	7	20	34	36	3
WRITTEN EXPRESSION	7	22	34	33	4	100	8	22	34	33	3

IX. FINANCES

TABLE 20: ESTIMATED PARENTAL CONTRIBUTION TOWARDS APPLICANTS' EDUCATION, BY ETHNIC GROUP
(CALCULATED FROM 1973-74 SDQ QUESTIONS 23, 25-27)

	AMERICAN INDIAN PCT	BLACK PCT	MEXICAN AMERICAN PCT	ORIENTAL PCT	PUERTO RICAN PCT	WHITE PCT	OTHER PCT	NO ETHNIC RESPONSE PCT	ALL STUDENTS PCT
UNDER $ 625	46	68	62	36	60	21	42	36	26
$ 625- 899	9	7	9	9	7	9	9	10	8
900-1,199	9	6	8	10	6	10	9	11	9
1,200-1,499	10	5	6	10	6	11	8	10	10
1,500-1,799	3	2	3	6	3	7	5	5	6
1,800-2,099	3	2	2	4	2	4	3	3	4
2,100-2,399	3	2	2	4	3	6	4	4	6
2,400-2,699	2	1	1	2	1	2	2	2	2
2,700-2,999	3	1	2	3	2	5	3	3	4
3,000-3,299	1	0	0	2	1	2	1	1	2
3,300-3,599	1	1	1	2	1	3	2	2	3
OVER $3,600	10	5	5	13	9	21	13	13	19
TOTAL	100	100	100	100	100	100	100	100	100
NUMBER RESPONDING	1,824	54,567	9,390	13,234	4,539	568,846	10,585	4,124	667,109
MEAN CONTRIBUTION	$1,291	$713	$788	$1,589	$1,030	$2,237	$1,494	$1,593	$2,053

TABLE 21: PARENTAL ANNUAL INCOME BY SAT AVERAGE, BOTH SEXES COMBINED (1973-74 SDQ QUESTION 27)
647,031 STUDENTS RESPONDING (PERCENTAGES IN THIS TABLE BASED ON THIS NUMBER)

SAT AVERAGE	UNDER $6,000 PCT	$6,000-$8,999 PCT	$9,000-$11,999 PCT	$12,000-$13,499 PCT	$13,500-$14,999 PCT	$15,000-$17,999 PCT	$18,000-OR OVER PCT	TOTAL PCT	MEAN INCOME
750-800	0	0	0	0	0	0	0	0	$24,124
700-749	0	0	0	0	0	0	1	1	$21,980
650-699	0	0	0	0	0	0	1	3	$21,292
600-649	0	1	1	1	0	1	3	6	$20,330
550-599	0	1	2	1	1	1	4	11	$19,481
500-549	1	1	3	1	1	2	6	15	$18,824
450-499	1	2	3	2	1	2	6	18	$18,122
400-499	1	2	3	2	1	2	6	17	$17,387
350-399	1	2	3	1	1	2	4	14	$16,182
300-349	1	2	2	1	1	1	2	9	$14,355
250-299	1	1	1	0	0	0	1	4	$11,428
200-249	0	0	0	0	0	0	0	1	$ 8,639
TOTAL	8	12	17	9	7	12	34	100	$17,563
MEAN SCORE	403	435	455	464	469	473	485	462	

BEST COPY AVAILABLE

Areas Served by College Board Offices

Middle States Regional Office
College Entrance Examination Board
65 East Elizabeth Avenue
Bethlehem, Pennsylvania 18018

Midwestern Regional Office
College Entrance Examination Board
990 Grove Street
Evanston, Illinois 60201

New England Regional Office
College Entrance Examination Board
470 Totten Pond Road
Waltham, Massachusetts 02154

Southern Regional Office
College Entrance Examination Board
Suite 200
17 Executive Park Drive, N.E.
Atlanta, Georgia 30329

Southwestern Regional Office
College Entrance Examination Board
Suite 119, 3810 Medical Parkway
Austin, Texas 78756

Western Regional Office
College Entrance Examination Board
800 Welch Road
Palo Alto, California 94304
Suite 23, 2142 South High Street
Denver, Colorado 80210

Puerto Rico Office
College Entrance Examination Board
The New Banco Popular Center
Suite 1201
Luis Muñoz-Rivera Avenue
Hato Rey, Puerto Rico
Mailing address: Box 1275
Hato Rey, Puerto Rico 00919